CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the significant findings and all arguments of the research as well as presents their limitations together. Implication. It describes the implication of the results of the Analysis of English Teachers Readiness in Implementing the Merdeka Curriculum.

A. CONCLUSION

Based on the research results carried out by the researcher through data collection and data process related to Analysis of English Teachers Readiness in Implementing the Merdeka Curriculum, research conclude that follows: Based on the research results, researchers can conclude that the Merdeka Curriculum has been implemented in English teaching learning. And then about English Teacher Readiness, which were divided into 6: (1) Understanding of meaning and structure Merdeka Curriculum, (2) Learning Planning Readiness, (3) Learning Process Readiness, (4) Learning Project Readiness, (5) Facilities and Infrastructure Readiness, (6) Learning Assessment Readiness. All of aspects is quite optimal by English teachers to implementing the Merdeka Curriculum in English teaching learning

The second, supporting factors include training regarding understanding the Merdeka Curriculum, providing examples of learning planning documents, the importance of English language education in elementary schools, adequate facilities and infrastructure as well as financial assistance which is really needed in implementing the Merdeka Curriculum. The inhibiting factors implementation of the Merdeka Curriculum include teachers' very poor understanding, the absence of examples of learning planning documents that can be used as a reference, limited students' ability to speak English from an early age, lack of necessary facilities and infrastructure, financial limitations that hinder the development of the Curriculum. The implementation of the new curriculum, especially the independent curriculum, requires training that is not only carried out once but continuously to examine in more depth the components of each curriculum that will be implemented. In this research, it was found that teachers still experienced difficulties in compiling teaching modules, summative assessments, and diagnostic assessments. The teachers has tried to take part in various trainings, but in implementing them teachers still experience difficulties which hinder the implementation of the independent curriculum. In this independent curriculum there are many new things that teachers must

study in more depth. One of them is how to prepare teaching modules, plan diagnostic assessments, summative assessments and strengthen the profile of Pancasila students. Still many shortcomings in the implementation of the Pancasila student profile project. This deficiency is related to the design which is still less structured. Overall, the English teachers are ready to implement the Merdeka curriculum.

B. RECOMMENDATIONS

Based on the research that has been done, the researcher needs to provide constructive suggestions to improve and develop the research.

1. For English Teachers

Suggestions for teachers to understand more deeply and increase their readiness regarding the Merdeka Curriculum are to find out for themselves and often take part in training on implementing the Merdeka Curriculum held by various parties. Apart from increasing insight, references can also be increased for data sources or documents needed to support Merdeka Curriculum learning.

2. For the Next Researcher

Researcher hope that this research can become a reference and scientific insight If in the future other researcher are interested in analyzing the readiness of English teachers to face this problem Merdeka Curriculum in more depth. Because in this study the informants were still very limited, the researcher suggested that future researcher sharpen their research by increasing the number of informants. Apart from that, it is recommended that in future research researcher can examine the discussion more deeply about how English language learning can be integrated well in the implementation of project learning.